DOCUMENT RESUME

ED 160 125 **IR 006 593**

AUTHOR Novak, Paula McKinnis
TITLE A Quantitative Survey of Media Centers in Selected Southern Illinois Public Secondary Schools Within the Mount Vernon Program Service Team Region of the Illinois Office of Education.
PUB DATE Jul 78
NOTE 82p.; Master's Thesis, Southern Illinois University, Carbondale

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Audiovisual Aids; Bibliographies; Books; Data Analysis; Guidelines; *Instructional Materials Centers; *Library Collections; Literature Reviews; Newspapers; Periodicals; Questionnaires; *Secondary Schools; *Surveys; Tables (Data)

ABSTRACT

This survey was undertaken to determine whether selected Southern Illinois secondary public school media centers possess the base quantitative resource collection recommended by the 1975 ALA/AECT guidelines. Data analysis reveals that less than 50% of the surveyed school media centers met the ALA/AECT guidelines for numbers of books, filmstrips, slides and transparencies, graphics, 16mm and super 8mm films and videotapes, super 8mm silent films, audio recordings, games and toys, models and sculpture, and specimens. Fifty percent of the surveyed media centers had holdings of pamphlets, periodicals, and newspapers at least equal to the recommended numbers, but very few met the guidelines for equipment. Data also indicate that the numbers of professional media staff and support staff at all centers are extremely low; and that a large percentage of these centers are below the level of the ALA quantitative guidelines. Recommendations are included, and appendices contain a bibliography and a sample questionnaire. (Author/MBR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED160125

A QUANTITATIVE SURVEY OF MEDIA CENTERS IN SELECTED SOUTHERN ILLINOIS PUBLIC SECONDARY SCHOOLS WITHIN THE MOUNT VERNON PROGRAM SERVICE TEAM REGION OF THE ILLINOIS OFFICE OF EDUCATION

by

Paula McKinnis Novak

B.S. in Secondary Education,
Southern Illinois University-Carbondale, 1969

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paula M. Novak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

A Research Paper Submitted in Partial Fulfillment of the
Requirements for the Master of Science in Education Degree

Department of Curriculum, Instruction and Media
in the Graduate School
Southern Illinois University-Carbondale
July, 1978

IR006593

ACKNOWLEDGMENTS

The researcher wishes to acknowledge Dr. Doris Dale, Dr. Dorothy Cox, Dr. Marc Rosenberg, and Dr. Peter Rubba for their assistance in the formulation of the survey and their support throughout the completion of the study.

For his continuous support and love, the researcher wishes to acknowledge her husband, Paul.

TABLE OF CONTENTS

ACKNOWLEDGMENTS ii

LIST OF TABLES v

Chapter

I. INTRODUCTION 1

The Problem 2
Significance of the Problem 2
Limitations 3
Assumptions 3
Definitions 3
Summary 4

II. REVIEW OF LITERATURE 5

Summary 17

III. RESEARCH METHODOLOGY 18

Introduction 18
General Procedure and Design 18
Selection of Sample 19
Survey Instrument 20
Collection of Data 21
Data Analysis 21

IV. ANALYSIS OF DATA 23

Introduction 23
Professional and Support Staff 24
Summary 24
The Base Collection 27
Print Materials 27
Visual Materials: Still Images 29
Visual Materials: Moving Images 35
Auditory Formats 39
Tactile Formats 42

Miscellaneous Equipment 42
Summary 51

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . 53

Conclusions 55
Recommendations 55
Recommendations for Futher Research 56

SELECTED BIBLIOGRAPHY 57

APPENDIX A--MAP OF THE MOUNT VERNON PROGRAM SERVICE TEAM REGION 60

APPENDIX B--QUESTIONNAIRE 61

APPENDIX C--RESEARCH PROTOCOL. 64

APPENDIX D--RESEARCH PROTOCOL APPROVAL 65

APPENDIX E--COVER LETTER. 67

VITA SHEET 68

LIST OF TABLES

1. Professional Staff. 25
2. Support Staff 26
3. Books 28
4. Periodicals and Newspapers 29
5. Microform Equipment 29
6. Filmstrips: Sound and Silent 30
7. Slides and Transparencies 31
8. Slide Projectors 32
9. Slide Viewers 33
10. Overhead Projectors. 34
11. Filmstrip Equipment 34
12. Graphics: Posters, Art and Study Prints, Maps and Globes 35
13. 16mm and Super 8mm Films and Videotapes 36
14. 16mm and Super 8mm Sound Projection and Videotape Playback and Reception Equipment 37
15. Super 8mm Films, Silent 38
16. Super 8mm Equipment 39
17. Audio Recordings 40
18. Audio Equipment 41
19. Educational Broadcast Radios 41
20. Tactile Formats. 42
21. Opaque Projectors 43
22. Copying Machines 44
23. Duplication Machines 45
24. Miscellaneous Equipment 47

CHAPTER I

INTRODUCTION

Media Programs: District and School was published in 1975 jointly by the American Library Association (ALA) and the Association for Educational Communications and Technology (AECT). Developed by professionals in the fields of library science and educational technology, these criteria were designed for use by school media personnel and admininistrators to evaluate existing and to-be-established school media programs. The publication "delineates guidelines and recommendations for media programs and resources essential for quality education."[1] These guidelines fall into two categories: qualitative and quantitative. The qualitative guidelines suggest guiding principles for school district level and school building level media programs on media related learning environments. The quantitative guidelines specify the number of media items, e.g., print materials, audiovisual hardware, audiovisual software, for base collections located within a school

[1] Media Programs: District and School (Chicago: American Library Association, Washington, D.C.: Association for Educational Communications and Technology, 1975), p. 1.

building. These criteria are based on a school building population of 500 and are to be proportioned therefrom. The guidelines specify the minimum quantities of materials and equipment needed to support a school's entire curriculum. The guidelines also provide for media in a variety of formats to accommodate the learning styles of all students.[1]

The Problem

This study was designed to determine if selected Southern Illinois public secondary school media centers possess the base quantitative resource collection recommended by the 1975 ALA/AECT guidelines. The Southern Illinois public secondary schools within the Mount Vernon Program Service Team Region of the Illinois Office of Education were chosen for study. The following question was formulated for study in this survey:

> Do selected Illinois public secondary school media centers in the Mount Vernon Program Service Team Region possess the base resource collection recommended by the 1975 ALA/AECT guidelines?

Significance of the Problem

This research problem described the current status of media resources in Illinois public secondary school media centers of the

---

[1]Ibid., pp. 68-70.

Mount Vernon Program Service Team Region. This study can be justified on the basis that no research has been completed which compared school media centers to the 1975 ALA/AECT guidelines. The study could help determine the media needs of the schools within the service team region. The data from this study could be used to evaluate existing center collections on the basis of the 1975 ALA/AECT guidelines.

Limitations

This study was restricted by two limitations:

1. This research study is concerned only with the base resource collection portion of the 1975 ALA/AECT guidelines.

2. It also is concerned only with selected secondary public schools of the Mount Vernon Program Service Team Region in Illinois.

Assumptions

This study accepts the validity of the 1975 ALA/AECT guidelines.

Definitions

The following terms require definitions:

1. ALA/AECT Guidelines. Quantitative resource collection criteria within Media Programs: District and School.

2. Base Collection. "Base quantities of materials and associated equipment needed to insure adequate provisions for content coverage, range in levels, and choice of

media formats, responding to general information needs and personal interests and preferences."[1]

3. Item. "A book (casebound or paperback), film, videotape, filmstrip, transparency, slide, periodical subscription, kit, any other form of material, or associated equipment."[2]

4. Mount Vernon Program Service Team Region. Southern portion of Illinois bounded on the north by the counties of Madison, Clinton, Marion, Effingham, Jasper, Crawford and including all counties south of these regulated by the Illinois Office of Education.

5. Qualitative Guidelines. Guiding principles for school district level and school building level media programs on media related learning environments.

6. Quantitative Guidelines. The number of media items, e.g., print materials, audiovisual hardware, audiovisual software, for base collections located within a school building.

7. School Media Center. "An area or system of areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, school personnel, and the school community."[3]

8. School Media Program. "The media program for a school, conducted through an administrative subunit."[4]

Summary

ALA/AECT has provided guidelines for the evaluation of school media centers. This study will determine if selected Southern Illinois secondary public school media centers possess the base quantitative resource collection recommended by the 1975 ALA/AECT guidelines.

---

[1]Ibid., p. 68. [2]Ibid., p. 69. [3]Ibid., p. 111. [4]Ibid.

CHAPTER II

REVIEW OF LITERATURE

The literature on the comparison of school media centers with established American Library Association (ALA) criteria is relatively sparse and limited almost entirely to unpublished studies. Such research has been done using the ALA publications of school library standards preceding the 1975 ALA/AECT guidelines. This review of literature discusses research concerning the comparison of the 1960 Standards for School Library Programs and the 1969 Standards for School Media Programs with elementary school media center collections, secondary school media center collections, and a combined sample of elementary and secondary school media center collections. The chapter closes with a summary.

Since 1960, several completed research studies have assessed how elementary school media centers/libraries in particular geographical areas measure up to the authorized ALA standards. Ward's study determined the number of elementary schools in Louisiana with centralized libraries and the extent to which these libraries met the quantitative criteria of the 1960 Standards for School Library Programs. Responses from questionnaires received

from 483 schools showed 233 without centralized libraries and 250 with centralized libraries. Ward concluded:

1. The number of professional librarians, 213 (44.1 percent), and the number of clerks, 18 (18.6 percent), serving in school library programs was low.
2. In the area of materials collection, few schools met the standards for books (25.9 percent), magazines (10.7 percent), newspapers (5.8 percent), professional magazines (1.3 percent), and professional books (1.5 percent).[1]

Moyer sampled 300 Ohio elementary schools from 100 school systems to determine how these media centers measured up to their state and the 1960 ALA standards. The average school met the minimum standards specified by the Ohio State Department of Education. Moyer found that "The average school in the study had less than 50 percent of the facilities and instructional materials needed to conform to the ALA criteria."[2]

---

[1]Robert Elgin Ward, "Public Elementary School Library Resources in Louisiana as Compared with the American Library Association Standards, 1960" (Ed.D. dissertation, University of Mississippi, 1967) cited in Dissertation Abstracts 28 (1968): 2924-A.

[2]Alan Keith Moyer, "Conformance of Ohio Elementary School Libraries to Regulations and Standards" (Ph.D. dissertation, Ohio State University, 1963) cited in Dissertation Abstracts 24 (1964): 4586-7A.

Pillon evaluated the nature and function of libraries in non-graded elementary schools as compared to libraries in graded elementary schools. The questionnaires based on the ALA standards were sent to 29 matched pairs of non-graded and graded elementary schools in the United States to compare the effectiveness of library services and to determine how well both types of schools met national school library standards. Part I of the questionnaire was concerned with items on qualitative standards and Part II was a checklist to assess items on the quantitative standards. Both types of schools failed to meet the standards. Pillon stated, "There was little difference in funds, materials, quarters, personnel, and services between the two types of schools."[1]

Selected elementary schools in Nebraska, Kansas, Iowa, and Missouri with media centers were surveyed by Jensen using the 1969 Standards for School Media Programs. Jensen concluded that with few exceptions the media centers included in the study did not meet any of the guidelines established. "The programs of media services were limited by the following factors: media center facilities, quantity of available media center personnel, media

---

[1]Nancy Bach Pillon, "Role of the Library in the Non-Graded Elementary School" (Ph.D. dissertation, University of Kentucky, 1967) cited in Dissertation Abstracts International 30 (1969): 1757-A.

center resources and funding."[1] A similar study with 122 elementary schools in Oklahoma by Carolyn Croft revealed that the majority (70.5 percent) of the schools did not have centralized resources centers. The majority of the 29.5 percent of schools with centralized resources centers were inadequate when compared to the criteria of the 1969 Standards for School Media Programs. Croft declared the public elementary school resources center programs situation in Oklahoma was "somewhat critical,"[2]

Lattice R. Davis compared the resources in the public elementary school media centers in Baltimore County, Maryland with the 1969 Standards for School Media Programs. Out of 103 responses, 101 school media centers did not meet the national standards on book titles. The suggested magazine collection was not met by 100 out of 103 school media centers. None of the media centers met the standards for newspaper subscriptions or pamphlets, clippings and miscellaneous resources. Of the audiovisual materials standards, 78 media centers did not meet the filmstrip requirement. No media center met the standards for 8mm films, tape and disc

---

[1]Louis Richard Jensen, "Educational Services Provided by Media Centers in Selected--Elementary Schools" (Ed.D. dissertation, University of Nebraska, 1970) cited in Dissertation Abstracts International 31 (1971): 4038-A.

[2]Carolyn June Croft, "Selected Public Elementary School Resources Centers in Oklahoma as Compared to Standards for School Media Programs" (Ed.D. dissertation, Oklahoma State University, 1972) cited in Dissertation Abstracts International 33 (1973): 6583-4A.

recordings, microforms, art prints, or globes. One school met the standard for number of transparencies and slides. No media center met the standard for 16mm film access.[1]

Davis revealed that neither did any media center surveyed meet the audiovisual equipment standards for: 16mm projectors, 8mm projectors, 2x2 slide projectors with remote control, overhead projectors, 23-inch TV receivers, and closed circuit TV. The majority of school media centers did meet the standards for the following equipment: filmstrip projectors or filmstrip-slide combination--83 media centers, opaque projectors--101 media centers, microprojectors--57 media centers, record players--96 media centers, and duplicating machines--73 media centers. Suitable auditorium-type equipment was not available in most of the surveyed school media centers. Production equipment was very limited; the standards in this area were not met.[2]

A nationwide study of state library standards for junior high school libraries was conducted by Sisson. Questionnaires were sent to all 50 State Departments of Education. Sisson found "There was no evidence of any planning for the 'unique needs' of the junior high school library by the State Departments of Education. The quantitative standards provided in the state regulations

---

[1]Lattice Rucker Davis, "Public Elementary School Media Centers in Baltimore County, Maryland, as Compared with the Standards for School Media Programs, 1969" (Ed.D. dissertation, George Washington University, 1971), pp. 71-106.

[2]Ibid.

standards. Most secondary school libraries are slightly below the Regional standards and considerably below the State and National standards."[1]

Ten instructional materials centers in Southern Illinois public high schools were non-randomly selected by Jessie Show-Chin Chang for comparison with the Standards for School Library Programs in Illinois. A questionnaire requesting data on quantitative collections showed that the majority of schools adequately met the standards in book collections, newspaper subscriptions, and pamphlets, clippings and picture files. Chang found that most schools did not adequately meet the standards in magazine subscriptions, faculty collections, audiovisual materials, and personnel. Chang's data showed that the majority of schools did not meet the minimum standards for equipment.[2]

Several studies comparing both the elementary and secondary school media centers, in a particular geographical area, to the ALA standards have been completed. By sampling both levels of public schools, the studies presented a more complete overview of the total school media center programs. Ahler's study in the state of

---

[1]George Wenhong Huang, "Public Secondary School Library Programs in Idaho" (Ph.D. dissertation, University of Idaho, 1969) cited in Dissertation Abstracts International 30 (1970): 5461-A.

[2]Jessie Show-Chin Chang, "A Survey and Comparison of Ten Instructional Materials Centers in Selected High Schools of Southern Illinois" (Master's thesis, Southern Illinois University, 1967), pp. 36-45.

for any level of school library service were far below those recommended nationally by the American Association of School Librarians."[1]

The resources and services of secondary school media programs of the Little Rock School District of Pulaski County, Arkansas were evaluated according to the guidelines set up by the ALA. The surveyed media staff members indicated lack of professional and support personnel and their inadequate training in the use, production, organization, and administration of audiovisual media as the greatest hinderances in providing effective media services. Media center quantitative responses were assessed. Teeter's analysis showed that the media center resources in the school districts assessed adequately met the needs of the instructional program in book collections, but were inadequate in audiovisual materials.[2] A similar study in 186 public secondary schools listed in the Idaho Educational Directory, 1967-1968 was conducted by George W. Huang. He concluded: "A large percentage of secondary school libraries in Idaho are below the State, Regional, and National

---

[1]Silvanus Hull Sisson, "Planning the Junior High School Library Program" (Ed.D. dissertation, University of Nebraska Teachers College, 1961) cited in Library Science Dissertations, 1925-1972, by Gail A. Schlachter and Dennis Thomison (Littleton, Colorado: Libraries Unlimited, Inc., 1974), p. 93.

[2]Thomas Allen Teeter, "An Evaluation of the Secondary School Media Program of the Little Rock School District of Pulaski County, Arkansas" (Ed.D. dissertation, University of Mississippi, 1971) cited in Dissertation Abstracts International 32 (1972): 3579-A.

Washington during the 1962-1963 school year indicated that of 1,349 school libraries surveyed, 62 percent met the standards for book collections. Magazine and newspaper subscriptions were inadequate at all levels. All audiovusual materials collections were inadequate except for filmstrips and disc recordings. While every school owned some audiovisual equipment, overhead projectors were available in less than half of the schools.[1]

Using the 1960 Standards for School Library Programs for comparison, Howell found a random sample of 6,041 California schools in 1964 to be seriously below the national standards. The elementary schools had less than half the number of books needed to meet the standards and of the secondary schools in 32 counties, none met the standard for books. Audiovisual materials were available in 29 percent of the elementary schools and 35.7 percent of the secondary schools. The secondary school libraries generally exceeded the national standards for newspaper subscriptions. The schools were almost 30 percent below the national average of libraries staffed with librarians.[2]

Prostano's comparative analysis of 465 individuals responsible for library programs in Connecticut elementary and secondary schools

---

[1]Eleanor E. Ahler, "Story of a Survey: A Report on Washington State's Survey of School Libraries and Audio-Visual Programs," School Libraries 13 (May 1964): 19-29.

[2]Marvin Howell. School Libraries in California (Arlington, Va.: ERIC Document Reproduction Service, ED 032 095, 1968), p. 10.

with the 1960 Standards for School Library Programs concluded that the percentage of schools meeting the standards was extremely low. Only 4.9 percent of the schools with 200-999 student enrollment met the minimum standard for books. Only 14.6 percent of the schools with 1,000 or more students met the book minimum. Centralized libraries were found in 79 percent of the schools, but only 1.5 percent of the 200-999 student enrollment and 3.9 percent of the 1,000 plus student enrollment met the national standard for ratio of librarians to students.[1] During the 1964-1965 school year, Lane conducted a similar survey in Oregon. Lane's data showed that a very limited number of school libraries had "modern equipment, functional facilities, liberal budgets, adequate personnel and as providing optimum services for students and teachers."[2]

Media center collections in Florida elementary and secondary schools were studied in 1969-1970. Mann's data came from accreditation reports to the state. Mann compared this information with the 1969 Standards for School Media Programs. The findings revealed that Florida's public schools did not meet the quantitative

---

[1]Emanuel Theodore Prostano, "An Analysis of School Library Resources in Connecticut as Compared to National Standards, 1960-61" (Ph.D. dissertation, University of Connecticut, 1962) cited in Dissertation Abstracts 23 (1962): 1237-8A.

[2]Margaret Elizabeth Bergman Lane, "A Study of School Library Resources in Oregon as Compared to State and National Standards" (Ph.D. dissertation, University of Washington, 1966) cited in Dissertation Abstracts 27 (1967): 3069-70A.

standards for staff, financial support, collection of materials and equipment, and physical facilities.[1] A more extensive study of elementary and secondary school media centers was completed by Bantly comparing the 1969 Standards for School Media Programs with the questionnaire responses from 328 schools in six New England states. Bantly found that 75 percent of the elementary schools and 80 percent of the secondary schools had media centers. He stated, "Few schools met the media staff-to-student ratio." The standard for size of book collection was met by 12 percent of the elementary and 11 percent of the secondary schools. He found that, "The standard of audiovisual materials was met by very few schools. The standards criteria for media equipment were met in varying degrees at both levels."[2]

Guise made a quantitative resource comparison of Arkansas public schools with both the 1960 and the 1969 national school library standards. Guise revealed that none of the 775 elementary and secondary school libraries surveyed met the standards for personnel, facilities, materials, and expenditures. He found that,

---

[1]Elizabeth B. Mann, "The Florida Public School Library Media Program, 1969-1970" (Ph.D. dissertation, Florida State University, 1972) cited in Dissertation Abstracts International 33 (1972): 773A.

[2]Harold Arthur Bantly, "A Survey and Analysis of the Extent of Implementation of the 1969 Standards for School Media Programs in Selected Public Elementary and Secondary Schools in the New England States" (Ed.D. dissertation, Boston University School of Education, 1977) cited in Dissertation Abstracts International 38 (1977): 1713-4A.

"In general, the elementary school libraries came closer to meeting the 1960 standards than did the secondary school libraries."[1]

Indiana school libraries were evaluated by Pillon from the 1971-1972 Individual School Reports of Instructional Media Programs sent to the State Department of Education. She compared the reports' findings with the Indiana state and the ALA standards of 1969. Pillon revealed, "Not only did the average book per student of Indiana fail to meet national standards, but the total collection of audiovisual materials was extremely small."[2]

In order to determine the status of a number of the instructional materials centers in Illinois, Lewellen surveyed 81 elementary and secondary school curriculum workers in nine northeastern counties in Illinois with the exception of Chicago. Lewellen concluded, "IMC's (Instructional Materials Centers), even though they may be vaguely conceived and designed to fulfill varied functions, presently exist in nearly 63 percent of the schools studied."[3]

---

[1]Benjamin R. Guise, "A Survey of Public School Library Resources in Arkansas" (Ed.D. dissertation, North Texas State University, 1972) cited in Library Science Dissertations, 1925-1972, by Gail A. Schlachter and Dennis Thomison (Littleton, Colorado: Libraries Unlimited, Inc., 1974), p. 234.

[2]Nancy B. Pillon and Robert D. Little. Indiana School Libraries--A Decade of Progress (Arlington, Va.: ERIC Document Reproduction Service, ED 092 131, 1970), p. iii.

[3]William Dean Lewellen, "Instructional Materials Centers of Selected Public Schools in Illinois" (Ed.D. dissertation, University of Illinois, 1966) cited in Dissertation Abstracts 27 (1967): 2009-A.

Under the sponsorship of the Illinois Library Association Legislative-Library Development Committee, Lucille M. Wert conducted a comprehensive survey of the media programs in 1970-1971 of a sample of public and non-public elementary and secondary schools in Illinois. Phase I of the study was designed to identify school library media programs in the state and to identify those schools with centralized library media programs. From the Phase I questionnaire responses, Wert concluded, "Of the 3,059 public schools represented by the responses, 70.1 percent have library media centers or separate school library and audiovisual centers; this is true for 19.8 percent of the 754 non-public schools."[1] Phase II of the study surveyed a sample of public and non-public schools with centralized media center programs. Comparative analyses of the school responses were made to the 1960 Standards for School Library Programs and the 1969 Standards for School Media Programs. The book collections in all of the public school media centers met the criteria of the 1960 standards. Wert indicated that all the schools were far below the standard for audiovisual equipment. Lack of sufficient data made it meaningless for Wert to pass judgment on Illinois media center collections regarding their collections of pamphlets, art prints,

---

[1]Lucille M. Wert, "Illinois School Library Media Survey," Illinois Libraries 54 (September 1972): 584.

photographs, posters, maps, globes, charts and diagrams, realia, kits, videotapes, etc. Wert concluded, "While one does find individual media centers which partially meet the 1969 Standards for School Media Programs, the statewide picture shows that a great deal of improvement is needed to bring programs up to the level of the 1960 Standards for School Library Programs."[1]

Summary

The literature revealed that schools across the nation have been below the quantitative standards recommended by the ALA. All studies examined by the researcher had been conducted using the ALA publications of the 1960 Standards for School Library Programs and the 1969 Standards for School Media Programs. The literature revealed a need for research using the current ALA publication of the 1975 Media Programs: District and School. Among studies done in Illinois, only one completed in 1971 used a statewide sample. Two other Illinois studies were limited in that they represented select portions of the state. The literature also pointed out the need for a current study of the Illinois media centers using the 1975 ALA/AECT guidelines.

---

[1]Ibid., p. 608.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to determine if selected Southern Illinois public secondary school media centers possess the base quantitative resource collection recommended by the 1975 ALA/AECT guidelines. The Southern Illinois public secondary schools within the Mount Vernon Program Service Team Region of the Illinois Office of Education were the accessible population. The following question was formulated for study in this survey:

> Do selected Southern Illinois public secondary school media centers in the Mount Vernon Program Service Team Region possess the base resource collection recommended by the 1975 ALA/AECT guidelines?

General Procedure and Design

A questionnaire was developed by the researcher to collect data that corresponds with the quantitative items listed in the 1975 ALA/AECT guidelines. The questionnaire was sent to a random sample of Southern Illinois public secondary school media

centers within the Mount Vernon Program Service Team Region of the Illinois Office of Education on March 6, 1978. A cover letter accompanied the questionnaire which introduced the researcher and explained the purpose of the study. Only questionnaires returned by April 21, 1978 were used in the analysis of data. The researcher compared the data collected with the quantitative base resource collection recommended by the 1975 ALA/AECT guidelines. A statement of the present status of the media resource collections surveyed was made.

Selection of Sample

For matters of interest and convenience, the researcher elected to survey the media centers of public secondary schools located within the Mount Vernon Program Service Team Region of the Illinois Office of Education (see map in Appendix A). The Mount Vernon Program Service Team Region includes the lower 31 counties of Illinois. The 1976-1977 Directory of Illinois Schools listed 121 public secondary schools located within these counties. Through the use of a random table of digits, the researcher randomly selected 50 school media centers to receive the questionnaire.[1]

---

[1]Donald Ary, Lucy Chester Jacobs, and Asghar Razavieh, Introduction to Research in Education (New York: Holt, Rinehart and Winston, 1972), pp. 366-70.

Survey Instrument

A questionnaire was constructed by the researcher to collect the data to answer the research question (see questionnaire in Appendix B). The questionnaire was completed by school media directors. There were three main sections in the questionnaire. Section I asked for enrollment and grade level information on the school for the 1977-1978 school year. Section II requested general information on the school media services, i.e., the number of professional media staff, media clerks and aides. Section III required the media director to give the size of the resource collection in the school media center. This section asked for the quantities of the items under four categories, i.e., print materials, audiovisual software, audiovisual hardware, and local production equipment. The items in these four parts correspond to categories of media items listed in the base resource collection recommended by the 1975 ALA/AECT guidelines. The validity of the questionnaire was established by submitting it and the 1975 ALA/AECT guidelines to a doctoral candidate in Curriculum, Instruction and Media at Southern Illinois University-Carbondale for an item to guideline correspondence check. The reviewer was completely satisfied with the questionnaire item to guideline correspondence. A statement of research protocol (see Appendix C), the cover letter, and the questionnaire were submitted to the Carbondale Committee for Research Involving Human Subjects for clearance.

The committee approved the research protocol on March 1, 1978 (see Apperdix D). Questionnaires were mailed on March 6, 1978.

Collection of Data

The questionnaire requesting resource information was mailed to the media directors of the selected schools on March 6, 1978 along with a cover letter (see Appendix E). In the cover letter, the media directors were introduced to the purpose of the survey and asked to indicate, by completing the questionnaire, the number of items which were a part of the media center resource collection of print materials, audiovisual software, audiovisual hardware, and local production equipment. The media directors recorded the information requested on the questionnaire and returned them by an addressed, stamped envelope. The deadline date noted in the cover letter was April 21, 1978.

Data Analysis

Analysis of the data collected with the questionnaire proceeded as follows:

1. Data collected with items in Parts I and II were used for categorizing purposes. Responses to these items were classified. Frequency distributions and percentage of response classes were reported.
2. Data collected for each item in Part III were tabulated in a frequency distribution and percentage of response

classes were reported. The number of schools (media centers) meeting the base recommendations of the 1975 ALA/AECT guidelines was noted.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The purpose of this study was to determine if selected Southern Illinois public secondary school media centers possessed the base quantitative resource collections recommended by the 1975 ALA/AECT guidelines entitled Media Programs: District and School. The population selected consisted of Southern Illinois public secondary school media centers within the Mount Vernon Program Service Team Region of the Illinois Office of Education. The researcher constructed a questionnaire asking for media center collection data on the items contained in the staff and base collection sections of the 1975 ALA/AECT guidelines. Questionnaires were mailed to 50 randomly selected school media directors. There were 31 questionnaires returned and 24 were usable. The information presented in this chapter represents the findings from the data obtained through the questionnaires from the media center director respondents. The findings are discussed in terms of the 1975 ALA/AECT guidelines for staff and base collections. The material will be presented in the same categories as found in the 1975 ALA/AECT guidelines.

Professional and Support Staff

The 1975 ALA/AECT guidelines recommend that the school media center have one full-time professional for each 250 students or major fraction thereof. The number of professional staff may vary with the type of instructional program implemented. Of the 24 responding media center directors, 23 answered this item on the questionnaire. Table 1 shows that 5 schools (100 percent) within the 500-749 enrollment size met the guideline and 5 out of 6 schools (83 percent) within the 250-499 enrollment size met the guideline. The remaining 13 schools did not meet the guideline.

The supportive staff of the media center includes media aides and media technicians. The 1975 ALA/AECT guidelines suggest two full-time support staff members for every 250 students or major fraction thereof. Table 2 shows that no school met the guideline.

Summary

The quantitative recommendations for the professional and support staff in the 1975 ALA/AECT guidelines have been compared with the data obtained from the questionnaires from the 24 Southern Illinois public secondary school media center directors within the Mount Vernon Program Service Team Region of the Illinois Office of Education. The 1975 ALA/AECT guidelines note that the various types of instructional programs implemented affect the number of media professionals needed. In summary, the minimum number of

TABLE 1

PROFESSIONAL STAFF

	Student Enrollment								
	less than 250	250-499	500-749	750-999	1,000-1,249	1,250-1,499	1,500-1,749	1,750-1,999	2,000 or more
Respondents (N=23)	2	6	5	2	5	--	1	1	1
Total	.99	5.7	5	2	6.7	--	1.68	2	3
Mean	.49	.95	1	1	1.34	--	1.68	2	3
Base Recommendations	1	1	1-2	3-4	3-4	--	4-6	4-6	5-8
Schools Meeting Recommendations									
Number	0	5	5	0	0	--	0	0	0
Percentage	0	83	100	0	0	--	0	0	0

NOTE: Fractional totals result from part-time assignments to the media center.

TABLE 2

SUPPORT STAFF

	Student Enrollment								
	less than 250	250-499	500-749	750-999	1,000-1,249	1,250-1,499	1,500-1,749	1,750-1,999	2,000 or more
Respondents (N=23)	2	6	5	2	5	--	1	1	1
Total	0	1.5	4.43	1	5.25	--	1.37	.75	1
Mean	0	.25	.866	.5	1.05	--	1.37	.75	1
Base Recommendations	2	3-4	3-4	6-8	6-8	--	8-12	8-12	10-16
Schools Meeting Recommendations									
Number	0	0	0	0	0	--	0	0	0
Percentage	0	0	0	0	0	--	0	0	0

NOTE: Fractional totals result from part-time assignments to the media center.

media professionals were found in 42 percent of the schools surveyed. No school met the minimum number for support staff.

The Base Collection

The base collections of the school media centers are discussed next. The researcher excluded instructional systems, including textbooks, from the study. The 1975 ALA/AECT guidelines for the base collection are for schools of 500 or fewer users and represent items located within the school. Enrollment categories for this section of the study are based on multiples of 500.

Print Materials

Each school media center, according to the 1975 ALA/AECT guidelines, should have at least 8,000-12,000 volumes or 16-24 volumes per user. Table 3 shows the number of book volumes in the school media centers as indicated on the questionnaires. Four of the 24 school media centers met the guideline of 16 volumes per student. The remaining 20 schools did not meet the guideline.

Pamphlets and microforms consisting of microfilm, microcard, and microfiche are recommended as a part of the base collection. The type and quantity of these items vary according to school program needs. Of the 24 responding school media center directors, 63 percent reported having pamphlets in their collections and 8 percent reported having microforms in their collections.

TABLE 3

BOOKS

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total	53,848	69,417	54,339	27,424	27,000
Mean	5,983	9,916.7	10,867.8	13,712	27,000
Base Recommendations	8,000	8,000-15,984	16,000-23,984	24,000-31,984	32,000 or more
Schools Meeting Recommendations					
Number	1	2	1	0	0
Percentage	11	28	20	0	0

NOTE: Based on a minimum of 16 volumes per user.

Each school media center should have subscriptions to 50-175 periodical and newspaper titles. Media directors in 87 percent of the schools indicated that their collections met the guideline. Although the mean number of periodicals and newspapers per school was 116, there were 3 school media centers with less than the minimum of 50 periodical and newspaper subscriptions. Table 4 shows the periodical and newspaper data.

TABLE 4

PERIODICALS AND NEWSPAPERS

Respondents	24
Total Holdings	2,803
Mean Per School	116.79
Base Recommendations	50-175 titles
Schools Meeting Base Recommendations	
Number	21
Percentage	87

The 1975 ALA/AECT guidelines suggest that each school media center maintain the microform equipment of 2 readers plus 1 reader-printer. Table 5 shows that 17 percent of the surveyed school media centers met this guideline.

TABLE 5

MICROFORM EQUIPMENT

Respondents	24
Total Holdings	44
Mean Per School	1.83
Base Recommendations	2 readers plus 1 reader-printer
Schools Meeting Base Recommendations	
Number	4
Percentage	17

Visual Materials: Still Images

The filmstrips, sound and silent, in each school media center should number 500-2,000 items or 1-4 items per user. The data on the questionnaires indicated that 9 media centers met the base collection of 1 item per user, as shown in Table 6. Schools of 1,500

or more students had a greater mean score than other schools, but they still did not meet the guideline of one item per user.

TABLE 6

FILMSTRIPS: SOUND AND SILENT

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	4,107	3,650	3,785	2,691	1,536
Mean	456.33	521.42	757	1,345.5	1,536
Base Recommendations	500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Schools Meeting Recommendations					
Number	4	3	2	0	0
Percentage	44	43	40	0	0

Each school media center should have a minimum of 2,000-6,000 slides and transparencies, or 4-12 items per user in its collection to meet the guideline. The data in Table 7 indicate that 2 of the school media centers surveyed met the guideline. The data indicate that the 22 other collections are far below the minimum guidelines.

TABLE 7

SLIDES AND TRANSPARENCIES

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	4,540	4,652	10,027	1,698	595
Mean	504.44	664.57	2,005.4	849	595
Base Recommendations	2,000	2,000-3,996	4,000-5,996	6,000-7,996	8,000 or more
Schools Meeting Recommendations					
Number	1	0	1	0	0
Percentage	11	0	20	0	0

Slide and transparency equipment should be provided in the base collection. The 1975 ALA/AECT guidelines recommend 6 slide projectors, or 1 per every 100 users. Table 8 shows that 2 school media centers met the guideline. Ten slide viewers or 1 for every 50 users is recommended. All the school media centers were far below the guideline. Table 9 shows that no school met the guideline. Depending on the type of instructional program implemented, the guideline recommends 10 overhead projectors, or 1 for every 50 users. Three school media centers met this guideline. Two of

these schools had a student enrollment of less than 500. The researcher cannot state that the remaining 21 school media centers did not meet the guideline since no data was collected to determine if the instructional emphasis was on teacher lecture or individualized or independent study.

TABLE 8

SLIDE PROJECTORS

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	11	19	19	13	37
Mean	1.22	2.71	3.8	6.5	37
Base Recommendations	6	6-9	10-14	15-19	20+
Schools Meeting Recommendations					
Number	0	1	0	0	1
Percentage	0	14	0	0	100

TABLE 9

SLIDE VIEWERS

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	9	8	6	8	1
Mean	1	1.14	1.2	4	1
Base Recommendations	10	10-19	20-29	30-39	40+
Schools Meeting Recommendations					
Number	0	0	0	0	0
Percentage	0	0	0	0	0

TABLE 10

OVERHEAD PROJECTORS

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	61	72	51	34	30
Mean	6.77	10.28	10.2	17	30
Base Recommendations	10	10-19	20-29	30-39	40+
Schools Meeting Recommendations					
Number	2	1	---	---	---
Percentage	---	---	---	---	---

To meet the guideline for filmstrip equipment, each school media center should have 10 filmstrip projectors and 30 filmstrip viewers. No school met this guideline as shown in Table 11.

TABLE 11

FILMSTRIP EQUIPMENT

Respondents	24
Total Holdings	364
Mean Per School	15.16
Base Recommendations	10 projectors and 30 viewers
Schools Meeting Base Recommendations	
Number	0
Percentage	0

Several kinds of graphics should be provided as part of the media center's collection. The base collection should include 800-1,200 graphics items. Graphics, according to the 1975 ALA/AECT guidelines, include posters, art and study prints, maps and globes. Table 12 shows the mean per school to be 172 items, therefore, no school met the guideline.

TABLE 12

GRAPHICS: POSTERS, ART AND STUDY PRINTS, MAPS AND GLOBES

Respondents	24
Total Holdings	4,133
Mean Per School	172.20
Base Recommendations	800-1,200 items
Schools Meeting Base Recommendations	
Number	0
Percentage	0

Visual Materials: Moving Images

The 1975 ALA/AECT guidelines suggest that each school media center include 16mm and super 8mm sound films, videotapes and the supporting equipment in its collection. The guidelines suggest an access to a minimum of 3,000 titles, with sufficient duplicate prints to satisfy 90 percent of all requests and funds for film rental. Table 13 shows that 4 school media centers indicated access to 3,000 titles. The remaining 20 school media directors indicated either no access or that their film cooperatives or other sources had fewer than 3,000 titles.

TABLE 13

16MM AND SUPER 8MM FILMS AND VIDEOTAPES

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Number of Schools Indicating an Access to a Minimum of 3,000 Titles	0	3	0	1	0
Schools Meeting Recommendations					
Number	0	3	0	1	0
Percentage	0	43	0	50	0

The 16mm and super 8mm sound projection and videotape playback and reception equipment guideline recommends 6 units plus 1 additional unit for each 100 users. The data in Table 14 shows that 5 school media centers met this guideline. Three of these media centers were located in schools with less than 500 students. The larger schools had larger mean scores, but still did not meet the guidelines.

TABLE 14

16MM AND SUPER 8MM SOUND PROJECTION AND VIDEOTAPE PLAYBACK AND RECEPTION EQUIPMENT

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	46	48	54	31	28
Mean	5.11	6.85	10.8	15.5	28
Base Recommendations	7-10	11-15	16-20	21-25	26+
Schools Meeting Recommendations					
Number	3	1	1	0	0
Percentage	33	14	20	0	0

The guideline for super 8mm silent films calls for 500 items or 1 per user. Table 15 shows that no school met this guideline. In fact, no school media director indicated on the questionnaire having over 150 items. The data in Table 16 showing that no school met the guideline for super 8mm equipment corresponds to the findings regarding the super 8mm silent film collection. The 1975 ALA/AECT guidelines suggest 20 cartridge-loaded projectors and sufficient open-reel projectors to accommodate use of available super 8mm films plus 1 additional projector for every 75 users.

The data shows schools within the 1,500-1,999 student enrollment range as having the largest mean of 5.5 projectors and this is far below the guideline.

TABLE 15

SUPER 8MM FILMS, SILENT

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	149	134	189	218	75
Mean	16.55	19.14	37.8	109	75
Base Recommendations	500	500-999	1,000-1,499	1,500-1,999	2,000+
Schools Meeting Recommendations					
Number	0	0	0	0	0
Percentage	0	0	0	0	0

TABLE 16

SUPER 8MM EQUIPMENT

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	14	11	13	11	1
Mean	1.55	1.57	2.6	5.5	1
Base Recommendations	20+	20+	20+	20+	20+
Schools Meeting Recommendations					
Number	0	0	0	0	0
Percentage	0	0	0	0	0

Auditory Formats

The 1975 ALA/AECT guidelines suggest school media centers have 1,500-2,000 audio recordings or 3-4 per user. Audio recordings include tapes, cassettes, discs, and audio cards. Table 17 shows that no school met the guideline. The schools within the 1,500-1,999 student enrollment range had the largest mean score of 665.5 audio recordings, yet they did not meet this guideline. The guideline for audio equipment necessary to utilize the audio recordings recommends 30 audio reproduction units (open-reel and cassette

tape recorders, stereo and monaural record players), listening units of 1 set of earphones for each audio reproduction unit, 1 portable listening unit per 25 users, and audio card units in sufficient quantity for use on a shared basis. The data for the total number of earphones for each listening unit was not collected; therefore it is not known how many school media centers met the guideline in this area. Table 18 shows that 12 percent of the surveyed school media centers met the guidelines for audio reproduction units. One school media center indicated having one audio card unit. It cannot be determined if any school met the guideline since sufficient quantity cannot be calculated.

TABLE 17

AUDIO RECORDINGS

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	2,470	2,609	2,851	1,331	189
Mean	274.44	372.71	570.2	665.5	189
Base Recommendations	1,500	1,500-2,999	3,000-4,499	4,500-5,999	6,000+
Schools Meeting Recommendations					
Number	0	0	0	0	0
Percentage	0	0	0	0	0

TABLE 18

AUDIO EQUIPMENT

	Record Players and Tape Recorders	Audio Card Units
Respondents	24	24
Total Holdings	511	1
Mean	21.29	.04
Base Recommendations	30 audio reproduction units	Available in sufficient quantity for use on a shared basis
Schools Meeting Recommendations		
Number	3	--
Percentage	12	--

Educational broadcast radio should be included in the collection according to the guidelines with each school having 5 AM and FM receivers, plus a central distribution system. Table 19 shows that no school met the guideline.

TABLE 19

EDUCATIONAL BROADCAST RADIOS

Respondents	24
Total Holdings	8
Mean Per School	0.33
Base Recommendations	5 AM and FM receivers
Schools Meeting Base Recommendations	
Number	0
Percentage	0

Tactile Formats

The 1975 ALA/AECT guidelines recommend that each school media center have 400-750 games and toys. Table 20 shows that one school met the guideline. No school media center met the guideline of 200-500 models or items of sculpture, or 200-400 specimens. The data are shown in Table 20. The mean per school for these items was extremely low.

TABLE 20

TACTILE FORMATS

	Games and Toys	Models and Sculpture	Specimens
Respondents	24	24	24
Total Holdings	815	68	13
Mean	33.95	2.83	.54
Base Recommendations	400-750 items	200-500 items	200-400 items
Schools Meeting Recommendations			
Number	1	0	0
Percentage	4	0	0

Miscellaneous Equipment

The 1975 ALA/AECT guidelines include a large section or recommended materials which were not incorporated into the other categories. Each school should have one opaque projector, copying

machine, and duplication machine per media center and 1 of each per 500 users. Table 21 shows the data collected on opaque projectors. Seven school media centers met the guideline with 3 of those having an enrollment of 500-999 students. Data on the copying machines is shown in Table 22. Only one school with less than 500 students met the guidline. Table 23 shows that 6 school media centers met the guideline for duplication machines.

TABLE 21

OPAQUE PROJECTORS

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	13	10	9	6	3
Mean	1.44	1.42	1.8	3	3
Base Recommendations	2	2-3	3-4	4-5	5+
Schools Meeting Recommendations					
Number	2	3	1	1	0
Percentage	22	42	20	50	0

TABLE 22

COPYING MACHINES

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	6	7	4	2	1
Mean	.66	1	.8	1	1
Base Recommendations	2	2-3	3-4	4-5	5+
Schools Meeting Recommendations					
Number	1	0	0	0	0
Percentage	11	0	0	0	0

TABLE 23

DUPLICATION MACHINES

	Student Enrollment				
	less than 500	500-999	1,000-1,499	1,500-1,999	2,000 or more
Respondents	9	7	5	2	1
Total Holdings	8	8	5	2	0
Mean	.88	1.14	1	1	0
Base Recommendations	2	2-3	3-4	4-5	5+
Schools Meeting Recommendations					
Number	3	2	1	0	0
Percentage	33	28	20	0	0

Auditorium and large-group projection equipment are recommended as a part of the collection. Table 24 shows the data responses from the questionnaires for these items. The 1975 ALA/AECT guidelines recommend that each school have one 10"x10" overhead projector. Two schools met this guideline. The guideline of one projection screen with antikeystone device was met by 7 school media centers. One school media center met the recommendation of one 16mm projector with a high intensity light source and one 2"x2" automatic slide projector with a high intensity light

source. The mean per school for each of these items was lower than one. The majority of the school media centers did not meet guidelines.

The 1975 ALA/AECT guidelines recommend that the ratio of projection carts to items of equipment be based on portability and distribution requirements, as well as storage space. The mean per school was 8 as shown in Table 24. Only the media center director can determine if his school met the guideline.

One permanently mounted projection screen per teaching station and additional screens as needed are recommended by the 1975 ALA/AECT guidelines. Table 24 shows that 9 school media centers met the guideline.

Provisions for the reception of closed-circuit television in the media center and in each teaching station for all new buildings is suggested. All older buildings should be wired when television programing is started. Table 24 shows that only one media center director replied that his school was wired for closed-circuit television.

Media production equipment for local production of instructional materials is recommended in each school. Table 24 shows the local production equipment found in the school media centers as shown on the questionnaires. Thirteen school media centers met the guideline of one dry mount press per building. Seventy-five percent of the surveyed school media centers had at least one

TABLE 24

MISCELLANEOUS EQUIPMENT

Type of Material	Respondents	Total Holdings	Mean Per School	Base Recommendations	No. Schools Meeting Base Recommendations	Percentage
Auditorium and Large-Group Projection Equipment						
10"x10" Overhead Projector	24	3	0.125	1	2	8
Projection Screen with Antikeystone Device	24	21	0.875	1	7	29
16mm Projector with High Intensity Light Source	24	1	0.041	1	1	4
2"x2" Automatic Slide Projector with High Intensity Light Source	24	1	0.041	1	1	4
Projection Carts	24	196	8.166	ratio of carts to items of equipment is based on portability and distribution requirements, as well as storage space	---	---

TABLE 24--Continued

Type of Material	Respondents	Total Holdings	Mean Per School	Base Recommendations	No. Schools Meeting Base Recommendations	Percentage
Projection Screens	24	240	10	1 permanently mounted per teaching station and additional screens as needed	9	37
Closed-Circuit TV	24	1	0.041	buildings wired for closed-circuit TV reception	1	4
Local Production Equipment						
Dry Mount Equipment	24	14	0.583	1 per building	13	54
Paper Cutter	24	30	1.25	1 in media center and additional cutters to meet needs	18	75
Transparency Maker	24	11	0.458	1 thermal unit	11	45
Typewriters for Graphics Production (Large Size Type)	24	9	0.375	1	9	37

TABLE 24--Continued

Type of Material	Respondents	Total Holdings	Mean Per School	Base Recommendations	No. Schools Meeting Base Recommendations	Percentage
Cameras and Related Equipment:						
Cartridge-Load Slide-Format Camera with Copy Stand	24	9	0.375	1	9	37
Super 8mm Camera	24	14	0.583	1	12	50
Light Box	24	4	0.166	1	4	16
Videotape Equipment:						
Videotape Recorder, 1/2" or 3/4"	24	18	0.75	1	16	66
Video Camera	24	17	0.708	1	15	62
Local Production Equipment						
Film and Video Production Equipment--Film Splicers, 16mm and Super 8mm	24	19	0.791	as needed	16 had 1 or more	66
Audiotape Production Equipment:						
Tape Splicers	24	8	0.333	as needed	8 schools had 1 each	33

paper cutter and met this guideline. Eleven media directors responded on the questionnaires that their schools were equipped with one thermal unit transparency maker. Nine school media centers contained a typewriter with large size type for graphics production.

Each school media center should have cameras and related equipment in its collection. Table 24 shows that 9 school media centers met the guideline of one cartridge-load slide-format camera with copy stand. Fifty percent of the surveyed school media centers met the guideline of one super 8mm camera as shown in Table 24. Only 4 school media centers met the guideline for one light box per school.

The majority of the surveyed school media centers met the guideline for one videotape recorder and one video camera. Table 24 shows that 16 schools had a videotape recorder and 15 schools had a video camera.

The 1975 ALA/AECT guidelines suggest school media centers provide film and video production equipment such as 16mm and super 8mm film splicers and audiotape production equipment such as tape splicers as needed. Table 24 shows that 16 school media centers had one or more film splicers and 8 school media centers had one audiotape splicer each.

Summary

The quantitative recommendations for the base collection of the 1975 ALA/AECT guidelines have been discussed in comparison with the base collections of 24 selected Southern Illinois public secondary school media centers within the Mount Vernon Program Service Team Region of the Illinois Office of Education. Less than 50 percent of the surveyed school media centers met the guidelines for the following materials: books, filmstrips, slides and transparencies, graphics, 16mm and super 8mm films and videotapes, super 8mm silent films, audio recordings, games and toys, models and sculpture, and specimens. The guidelines were met by at least 50 percent of the surveyed school media centers for the following materials: pamphlets and periodicals and newspapers.

Less than 50 percent of the surveyed school media centers met the guidelines for the following equipment: microform equipment, slide projectors, slide viewers, overhead projectors, filmstrip equipment, 16mm and super 8mm sound projection and videotape playback and reception equipment, super 8mm equipment, audio equipment, educational broadcast radio, opaque projectors, copying machines, duplication machines, auditorium and large-group projection equipment, projection screens, closed-circuit television, transparency makers, typewriters for graphics, cameras and related equipment, light boxes, and audiotape splicers. The guidelines were met by at least 50 percent of the surveyed school

media centers for the following equipment: dry mount presses, paper cutters, super 8mm cameras, videotape recorders, video cameras, and 16mm and super 8mm film splicers.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine if selected Southern Illinois public secondary school media centers within the Mount Vernon Program Service Team Region of the Illinois Office of Education possessed the base quantitative resource collections recommended by the 1975 ALA/AECT Media Programs: District and School. A review of the literature revealed that schools across the nation have been below the quantitative standards recommended by the American Library Association and the Association for Educational Communications and Technology. The literature also pointed out the need for a current study of Illinois school media centers using the 1975 ALA/AECT guidelines.

The purpose of this study was achieved by collecting data pertinent to the guidelines through administration of a questionnaire to 50 randomly selected school media center directors. There were 31 questionnaires returned and 24 were usable. The quantitative recommendations of staff size and the base collection of the 1975 ALA/AECT guidelines were compared with the staff size and the base

collections of 24 Southern Illinois public secondary school media centers. Less than 50 percent of the surveyed school media centers met the guideline for media professionals and no school met the minimum number for support staff.

Less than 50 percent of the surveyed school media centers met the guidelines for the following materials: books, filmstrips, slides and transparencies, graphics, 16mm and super 8mm films and videotapes, super 8mm silent films, audio recordings, games and toys, models and sculpture, and specimens. The guidelines were met by at least 50 percent of the surveyed school media centers for the following materials: pamphlets and periodicals and newspapers.

Less than 50 percent of the surveyed school media centers met the guidelines for the following equipment: microform equipment, slide projectors, slide viewers, overhead projectors, filmstrip equipment, 16mm and super 8mm sound projectors and videotape playback and reception equipment, super 8mm equipment, audio equipment, educational broadcast radio, opaque projectors, copying machines, duplication machines, auditorium and large-group projection equipment, projection screens, closed-circuit television, transparency makers, typewriters for graphics, cameras and related equipment, light boxes, and audiotape splicers. The guidelines were met by at least 50 percent of the surveyed school media centers for the following equipment: dry mount presses, paper

cutters, super 8mm cameras, videotape recorders, video cameras, and 16mm and super 8mm film splicers.

Conclusions

The following conclusions may be drawn from the analysis of the data:

1. The number of professional media staff and the number of support media staff serving the school media centers was extremely low.
2. A large percentage of the school media centers were considerably below the base collection recommended by the 1975 ALA/AECT guidelines.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. It is recommended that the Illinois Office of Education study its priorities and provide consultant services on a more regular basis to the school media directors in Southern Illinois.
2. It is recommended that the Illinois legislature, the Governor, and the Illinois Office of Education provide more financial support to the school media centers in Southern Illinois to help upgrade the collections and

provide the professional and support staff necessary for a comprehensive media program.

3. It is recommended that the school districts actively pursue long-range plans to improve media center collections.

Recommendations for Futher Research

Based on the findings of this study, the following recommendations for futher research are indicated:

1. It is recommended that a statewide study be conducted to determine if Illinois public secondary school media centers possess the base resource collection recommended by the 1975 ALA/AECT guidelines.
2. It is recommended that this study be replicated in 3-5 years to determine the status of the school media centers.
3. In light of Public Law 94-142, Education for All Handicapped Children Act, the following questions have been formulated:
   a. How are the school media center staff being prepared to meet the special needs of these students?
   b. What materials and equipment are currently available in the school media centers to meet the needs of these students?
   c. How are the media professionals building the school media center collections to meet the requirements set forth in this law?

SELECTED BIBLIOGRAPHY

Ahler, Eleanor E. "Story of a Survey: A Report on Washington State's Survey of School Libraries and Audio-Visual Programs." School Libraries (May 1964): 19-29.

Ary, Donald; Jacobs, Lucy Cheser; and Razavieh, Asghar. Introduction to Research in Education. New York: Holt, Rinehart and Winston, 1972.

Bantly, Harold Arthur. "A Survey and Analysis of the Extent of Implementation of the 1969 Standards for School Media Programs in Selected Public Elementary and Secondary Schools in the New England States" (Ed.D. dissertation, Boston University School of Education, 1977) cited in Dissertation Abstracts International 38 (1977): 1713-4A.

Chang, Jessie Show-Chin. "A Survey and Comparison of Ten Instructional Materials Centers in Selected High Schools of Southern Illinois." Master's thesis, Southern Illinois University, 1967.

Croft, Carolyn June. "Selected Public Elementary School Resources Centers in Oklahoma as Compared to Standards for School Media Programs" (Ed.D. dissertation, Oklahoma State University, 1972) cited in Dissertation Abstracts International 33 (1973): 6583-4A.

Davis, Lattice Rucker. "Public Elementary School Media Centers in Baltimore County, Maryland, as Compared with the Standards for School Media Programs, 1969." Ed.D. dissertation, George Washington University, 1971.

Fast, Elizabeth T. "Standards of Excellence in Hard Times." School Media Quarterly 4 (Winter 1976): 121-25.

Gaver, Mary Virginia. Patterns of Development in Elementary School Libraries Today: A Five Year Report on Emerging Media Centers. 3rd ed. New York: Encyclopaedia Britannica, Inc., 1969.

_____. Services of Secondary School Media Centers. ALA Studies in Librarianship, no. 2. Chicago: American Library Association, 1971.

Guise, Benjamin R. "A Survey of Public School Library Resources in Arkansas" (Ed.D. dissertation, North Texas State University, 1972) cited in Library Science Dissertations, 1925-1972, by Gail A. Schlachter and Dennis Thomison. Littleton, Colorado: Libraries Unlimited, Inc., 1974.

Henne, Frances. "Standards for Media Programs in Schools." Library Trends 21 (October 1972): 233-48.

Howell, Marvin. School Libraries in California. Arlington, Va.: ERIC Document Reproduction Service, ED 032 095, 1968.

Huang, George Wenhong. "Public Secondary School Library Programs in Idaho" (Ph.D. dissertation, University of Idaho, 1969) cited in Dissertation Abstracts International 30 (1970): 5461-A.

Hug, William E. "Thoughts on Media Programs: District and School." School Media Quarterly 3 (Winter 1975): 109-14.

Jensen, Louis Richard. "Educational Services Provided by Media Centers in Selected--Elementary Schools" (Ed.D. dissertation, University of Nebraska, 1970) cited in Dissertation Abstracts International 31 (1971): 4038-A.

Lane, Margaret Elizabeth Bergman. "A Study of School Library Resources in Oregon as Compared to State and National Standards" (Ph.D. dissertation, University of Washington, 1969) cited in Dissertation Abstracts 27 (1967): 3069-70A.

Lewellen, William Dean. "Instructional Materials Centers of Selected Public Schools in Illinois" (Ed.D. dissertation, University of Illinois, 1966) cited in Dissertation Abstracts 27 (1967): 2009-A.

Mann, Elizabeth B. "The Florida Public School Library Media Program, 1969-1970" (Ph.D. dissertation, Florida State University, 1972) cited in Dissertation Abstracts International 33 (1972): 773A.

Media Programs: District and School. Chicago: American Library Association, Washington, D.C.: Association for Educational Communications and Technology, 1975.

Moyer, Alan Keith. "Conformance of Ohio Elementary School Libraries to Regulations and Standards " (Ph.D. Dissertation, Ohio State University, 1963) cited in Dissertation Abstracts 24 (1964): 4586-7A.

Pillon, Nancy Bach. "Role of the Library in the Non-Graded Elementary School" (Ph.D. dissertation, University of Kentucky, 1967) cited in Dissertation Abstracts International 30 (1969): 1757-A.

Pillon, Nancy B., and Little, Robert D. Indiana School Libraries--A Decade of Progress. Arlington, Va.: ERIC Document Reproduction Service, ED 092 131, 1970.

Prostana, Emanuel Theodore. "An Analysis of School Library Resources in Connecticut as Compared to National Standards, 1960-61" (Ph.D. dissertation, University of Connecticut, 1962) cited in Dissertation Abstracts 23 (1962): 1237-8A.

Sisson, Silvanus Hull. "Planning the Junior High School Library Program" (Ed.D. dissertation, University of Nebraska Teachers College, 1961) cited in Library Science Dissertations, 1925-1972, by Gail A. Schlachter and Dennis Thomison. Littleton, Colorado: Libraries Unlimited, Inc., 1974.

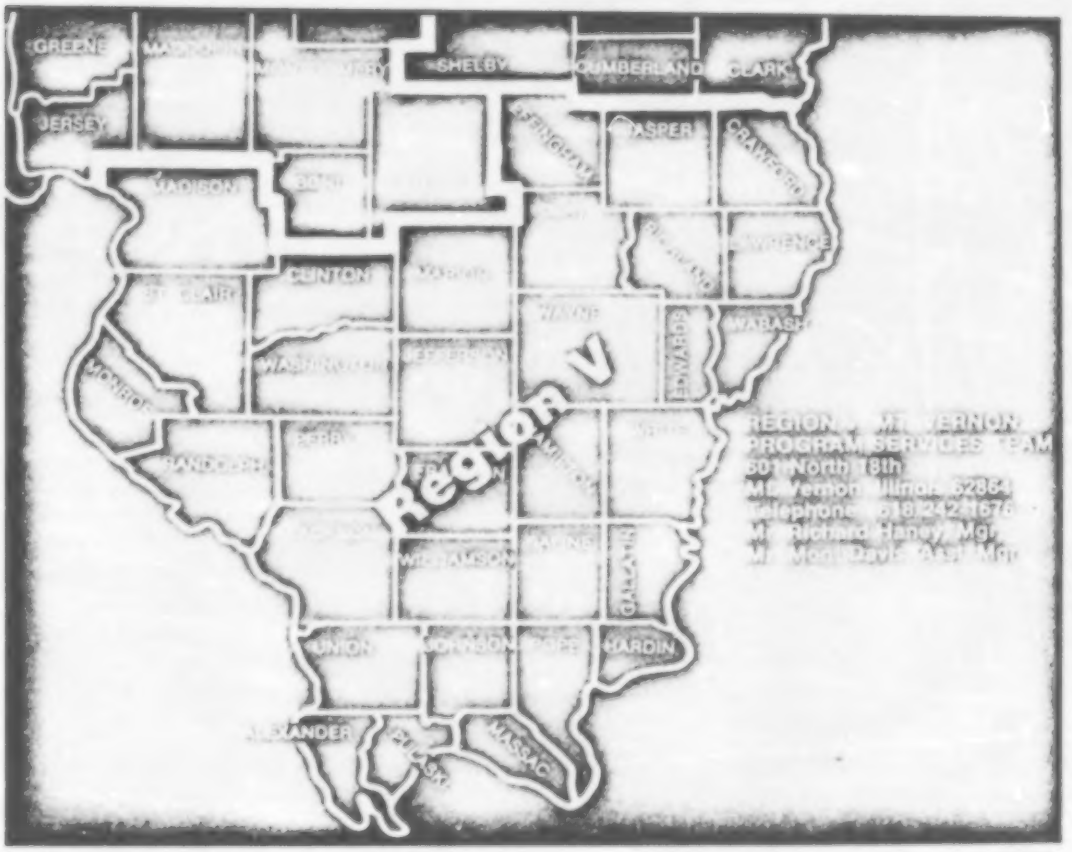
Teeter, Thomas Allen. "An Evaluation of the Secondary School Media Program of the Little Rock School District of Pulaski County, Arkansas" (Ed.D. dissertation, University of Mississippi, 1971) cited in Dissertation Abstracts International 32 (1972): 3579-A.

Ward, Robert Elgin. "Public Elementary School Library Resources in Louisiana as Compared with the American Library Standards, 1960" (Ed.D. dissertation, University of Mississippi, 1967) cited in Dissertation Abstracts 28 (1968): 2924-A.

Wert, Lucille M. "Illinois School Library Media Survey." Illinois Libraries 54 (September 1972): 553-91.

APPENDIX A

MAP OF THE MOUNT VERNON PROGRAM SERVICE TEAM REGION



SOURCE: Illinois Office of Education

APPENDIX B

Paula Novak
200-2 Evergreen Terrace
Carbondale, Illinois 62901

MEDIA CENTER RESOURCE QUESTIONNAIRE

Please answer the following questions as accurately as possible.

I. Information on the school for the 1977-1978 school year:
A. Enrollment . . . . _____ B. Grade levels . . . . _____

II. Information on the school media services:
A. Number of professional media staff and percentage of time assigned to media center _____
B. Number of media clerks and aides and percentage of time assigned to media center _____

III. Size of collection in the school media center. For each of the following, please list the number which are a part of the media center's collection and equipment. Do not include any items which come under the jurisdiction of another department in the school.

A. Print materials: (enter number of items in blank)
1. Books (volumes). . . . . _____
2. Microfilm, microcard and microfiche . . . . . _____
3. Newspaper titles. . . . . _____
4. Pamphlets. . . . . _____
5. Periodical titles . . . . . _____

B. AV software: (enter number of items in blank)
1. Audio recordings: tapes, cassettes, discs and audio cards. . . . . _____
2. Filmstrips, silent and sound. . . . . _____
3. Games and toys . . . . . _____
4. Maps and globes. . . . . _____
5. Models and sculpture. . . . . _____
6. Posters, art and study prints . . . . . _____
7. 16mm films, sound . . . . . _____
8. Slides . . . . . _____
9. Specimens . . . . . _____
10. Super 8mm films, silent. . . . . _____
11. Super 8mm films, sound. . . . . _____
12. Transparencies . . . . . _____
13. Videotapes . . . . . _____
14. Others (specify type and number) _____

Please indicate the approximate number of these items you have access to outside the media center:

15. 16mm sound films . . . . . _____
16. Super 8mm films . . . . . _____
17. Videotapes . . . . . _____

C. AV hardware: (enter number of items in blank)

1. AM-FM receiver . . . . . _____
2. Audio card unit . . . . . _____
3. Filmstrip projector, sound and silent. . . . . _____
4. Filmstrip viewer, individual . . . . . _____
5. Listening unit . . . . . _____
6. Microform reader. . . . . _____
7. Microform reader-printer . . . . . _____
8. Microprojector. . . . . _____
9. Opaque projector. . . . . _____
10. Overhead projector . . . . . _____
11. Overhead projector: auditorium type, 10"x10" . . . _____
12. Projection cart. . . . . _____
13. Projection screen . . . . . _____
14. Projection screen: auditorium type with anti-keystone device. . . . . _____
15. Record player . . . . . _____
16. 16mm projector . . . . . _____
17. 16mm projector: auditorium type with high intensity light source . . . . . _____
18. Slide projector. . . . . _____
19. Slide projector: auditorium type with high intensity light source . . . . . _____
20. Slide viewer, individual . . . . . _____
21. Super 8mm cartridge-loaded projector . . . . . _____
22. Super 8mm projector, silent . . . . . _____
23. Super 8mm projector, sound . . . . . _____
24. Tape recorder: open-reel and cassette . . . . . _____
25. TV monitor/receiver . . . . . _____
26. Others (specify type and number) _____
27. Is your school wired for closed-circuit TV reception from either the local cable TV system or from an antenna on top of the school? (yes or no) _____

D. Local production equipment: (enter number of items in blank)

1. Audiotape splicer . . . . . _____
2. Camera, cartridge-load slide-format with copy stand . . . . . _____
3. Camera super 8mm . . . . . _____
4. Camera, video. . . . . _____
5. Copying machine. . . . . _____

6. Dry mount press . . . . . _____
7. Duplication machine . . . . . _____
8. Film splicer, 16mm and super 8mm . . . . . _____
9. Light box . . . . . _____
10. Paper cutter . . . . . _____
11. Transparency maker: thermal type (unless included in copying machine section) . . . . . _____
12. Typewriter for graphics production (large size type) . . . . . _____
13. Videotape recorder, 1/2" or 3/4". . . . . _____
14. Others (specify type and number) _____

APPENDIX C

RESEARCH PROTOCOL

I. Investigator: Paula G. Novak, Department of Curriculum, Instruction and Media, Southern Illinois University

II. Title of Study: A Quantitative Survey of Media Centers in Selected Illinois Public Secondary Schools within the Mount Vernon Program Service Team Region

III. Procedures: The resource collections of selected Illinois public secondary school media centers within the Mount Vernon Program Service Team Region will be surveyed and compared to the quantitative base resource collection recommended by the 1975 American Library Association/Association for Educational Communications and Technology Media Programs: District and School. Of the 121 secondary schools located within the Mount Vernon Program Service Team Region listed in the 1976-1977 Directory of Illinois Schools, 50 school media centers will be randomly selected to receive the questionnaire. The investigator developed a questionnaire to be mailed to the directors of the media centers in the selected schools (see section IV below). The respondents will have six weeks to return the questionnaires in the self-addressed, stamped envelopes provided (see attached cover letter). The investigator will collect and tabulate the information.

IV. Questionnaire: The instrument used to collect data in this study has been developed by the investigator from the 1975 ALA/ACET Media Programs: District and School (see attached questionnaire). The first two sections collect data which can be used to describe the school population and media center's personnel. The third section collects data on the school media center's collection.

V. Time Parameters: The study will be carried out during March and April of 1978.

VI. Respondent Status: The questionnaire respondents (Southern Illinois school media directors within the Mount Vernon Program Service Team Region) will not be at-risk for the following reasons:

1. the media center directors are free not to respond to any particular item on the questionnaire or to the entire questionnaire
2. the form of the questionnaire insures anonymity for the respondents, i.e., respondent's name or school's name is not requested

APPENDIX D

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Research Development
and Administration
(618) 536-7791

Carbondale Committee for Research
Involving Human Subjects

March 2, 1978

Ms. Paula Novak
Department of CIM
CAMPUS

Dear Ms. Novak:

The Carbondale Committee for Research Involving Human Subjects reviewed your proposal, "A Quantitative Survey of Media Centers in Selected Illinois Public Secondary Schools within the Mount Vernon Program Service Team Region," on March 1, 1978. The committee found your subjects to be not-at-risk and voted to approve your proposal.

Enclosed please find your copy of CCRIHS From #1 signifying committee review and approval of your research proposal.

Sincerely,

Dennis L. Molfese, Ph.D.
Chairman

DLM:cb
Enclosure

CCRIHS Form #1

Project No._____

For Committee Use

Request for Approval of Research, Demonstration or Related Activities Involving Human Subjects

Project Title: A Quantitative Survey of Media Centers in Selected Illinois Public Secondary Schools within the Mount Vernon Program Service Team Region

Certification Statements:

In making this application, I (we) certify that I (we) have read and understand the University's policies and procedures governing research, development and related activities involving human subjects, and that I (we) fully intend to comply with the letter and spirit of those policies. I (we) further acknowledge my (our) responsibility to (1) obtain written approval for significant deviations from the originally-approved protocol BEFORE making those deviations and (2) report immediately all adverse effects of the study on the subjects to the Chairman of the Carbondale Committee on Research Involving Human Subjects and to the Director of the Office of Research Development and Administration, Southern Illinois University-Carbondale, Carbondale, Illinois.

I (we) have reviewed the definition of subjects-at-risk and believe that the subjects in the proposed study should be considered At-Risk___ Not-At-Risk X (check the appropriate category).

Investigator(s) or Project Director(s) — Date: February 16, 1978

As Departmental Executive Officer or Supervisor, I have reviewed the proposed project and concur with the project director(s) and supervisors' classification of the project regarding risk.

Departmental Executive Officer or Supervisor(s) — Date: February 16, 1978

The request for approval submitted by the above investigators was considered by the Carbondale Committee on Research Involving Human Subjects at its March 1, 1978 *meeting. The Committee found that the subjects would not be At-Risk* XX *would be At-Risk____. The application was approved* XX *not approved____ by the Committee. Special conditions were____ were not* XX *set by the Committee. (Any special conditions are described in an attachment to this form.)*

Chairman, Carbondale Committee on Research Involving Human Subjects — Date: March 2, 1978

APPENDIX E

COVER LETTER

200-2 Evergreen Terrace
Carbondale, Illinois 62901

March 6, 1978

I am a graduate student completing my master's degree in Educational Media at Southern Illinois University. For my master's research study, I am surveying the media resource collections of a random sample of Southern Illinois secondary schools. Your school was one of those randomly selected.

Enclosed is a questionnaire designed to collect the data on your media center's resource collection. Individual responses will be kept in strict confidence. In order to insure anonymity, I am not sending a follow-up letter. Your cooperation in completing this questionnaire by April 21 will be very much appreciated. The representativeness of my sample depends on the questionnaire being returned. Please use the enclosed addressed and stamped envelope. If you have any questions concerning the survey, please contact me.

The results of this survey could determine the present status of media centers and the media needs of Southern Illinois schools. I plan to submit the findings for publication.

Respectfully yours,

Paula Novak

VITA SHEET

Graduate School
Southern Illinois University-Carbondale

Name: Paula McKinnis Novak

Date of Birth: November 8, 1947

Local Address: 200-2 Evergreen Terrace, Carbondale, Illinois 62901

Home Address: 200-2 Evergreen Terrace, Carbondale, Illinois 62901

Universities Attended:	Years:	Degree:	Major:
Southern Illinois University-Carbondale	1965-1969	B.S.	Secondary Education

Research Paper Title: A Quantitative Survey of Media Centers in Selected Southern Illinois Public Secondary Schools within the Mount Vernon Program Service Team Region of the Illinois Office of Education

Advisor: Dr. Doris Dale